

## Grade 9 ELA Scope and Sequence SY 14-15

Unit Theme	Unit Dates and Duration	Unit Focus	Reading: Literature RL.9.1, RL.9.2, and RL.9.10 apply to each unit.	Reading: Informational Text RI.9.1, RI.9.2, and RI.9.10 apply to each unit.	Writing W.9.4, W.9.5, W.9.9 and W.9.10 apply to every unit.	Speaking and Listening SL.9.1 and SL.9.6 apply to each unit.	Language L.9.1, L.9.2 and L.9.4 (a), (b) apply to every unit. **Tested Item
<b>1 Tension and Literature</b>	8/25/14 to 10/09/14 (Instructional Days: 33)	Students explore how authors create mystery, tension and surprise in engaging literature and informative text. Students deepen understanding of character and plot developments in light of text structure, event sequencing, and the manipulation of time. Evidence based writing focuses on explaining the effectiveness of authors' techniques.	<b>RL.9.1</b> <b>RL.9.2</b> <b>RL.9.3</b> <b>RL.9.5</b>	<b>RI.9.1</b> <b>RI.9.2</b> <b>RI.9.4</b>	<b>W.9.2</b> <b>W.9.4</b> <b>W.9.5</b> <b>W.9.9</b> <b>W.9.10</b>	<b>SL.9.1</b> <b>SL.9.6</b>	<b>L.9.1</b> <b>L.9.2</b> <b>**L.9.4</b>
<b>2 The Good, the True, and the Beautiful!</b>	10/14/14 to 12/12/14 (Instructional Days: 38.5)	Students grapple with the classic themes of the good, the true and the beautiful through poetry, memoirs, fiction and literary criticism. Students examine the role of figurative and literal language to evoke emotion, create imagery, and deepen comprehension in texts from a variety of cultures. Evidence based writing focuses on explaining how authors use juxtaposition and style to convey a message.	RL.9.1 RL.9.2 <b>RL.9.4</b> <b>RL.9.6</b>	RI.9.1 RI.9.2 <b>RI.9.8</b> <b>RI.9.9</b>	W.9.2 W.9.4 W.9.5 W.9.9 W.9.10	SL.9.1 <b>SL.9.3</b> SL.9.6	L.9.1 L.9.2 L.9.4 (a), (b) <b>L.9.5</b>
<b>3 Love or Madness?</b>	12/15/14 to 2/12/15 (Instructional Days: 32.5)	Students explore love in literature and in life, reading essays, poetry, fiction and fact about the human need for love, and its sometimes bewildering effect on human minds. Viewing art, listening to music and reading widely, students examine the potential for love to cross over into madness. Evidence based writing focuses on arguing the effects of love on a character.	RL.9.1 RL.9.2 <b>RL.9.7</b>	RI.9.1 RI.9.2 <b>RI.9.3</b> <b>RI.9.6</b>	<b>W.9.1</b> W.9.4 W.9.5, <b>W.9.7</b> <b>W.9.8</b> W.9.9 W.9.10	SL.9.1 <b>SL.9.2</b> SL.9.6	L.9.1 L.9.2 <b>L.9.3</b> L.9.4 (a), (b)
<b>4 Honorable Actions and Honorable Words</b>	2/17/15 to 4/10/15 (Instructional Days: 36.5)	Students trace how the words and actions of characters or people shape and refine recurring themes in literature and in history. Supporting historical fiction with historical fact, students compare and contrast how different points of view are represented in different versions of the same central event. Evidence based writing focuses on arguing how certain words or actions impacted an outcome.	RL.9.1 RL.9.2 <b>RL.9.9</b>	RI.9.1 RI.9.2 <b>RI.9.5</b> RI.9.8	W.9.1 W.9.4 W.9.5 W.9.7 W.9.8 W.9.9 W.9.10	SL.9.1 <b>SL.9.4</b> SL.9.6	L.9.1 L.9.2 L.9.4 (a), (b)
<b>5 Heroes and Villains</b>	4/20/15 to 6/17/15 (Instructional Days: 40.5)	Students study dastardly villains in literature who propel plots forward and experience the archetype hero's journey in classics. Students will use the characteristics of the ancient hero to identify modern heroes and expound upon contrasting examples of different heroes in literature and history. Using all texts studied this year, students will decide whether villains and heroes are born or made, returning to the question of fate versus free will. Evidence based writing focuses on creating narratives that depict archetypal heroes or villains.	RL.9.1 RL.9.2 RL.9.3 RL.9.6	RI.9.1 RI.9.2 <b>RI.9.7</b>	<b>W.9.3</b> W.9.4 W.9.5, <b>W.9.6</b> W.9.9 W.9.10	SL.9.1 <b>SL.9.5</b> SL.9.6	L.9.1 L.9.2 L.9.4 (a), (b) <b>L.9.6</b>

Unit Information	Reading: Literature RL.9.1, RL.9.2 and RL.9.10 apply to each unit.	Reading: Informational Text RI.9.1, RI.9.2 and RI.9.10 apply to each unit.	Writing W.9.4, W.9.5, W.9.9 and W.9.10 apply to every unit.	Speaking and Listening SL.9.1 and SL.9.6 apply to each unit.	Language L.9.1, L.9.2, and L.9.4 (a) (b) apply to every unit.
<p><b>1</b></p> <p><b>Tension and Literature</b></p> <p>8/25/14 to 10/09/14 (Instructional Days: 33)</p> <p>Students explore how authors create mystery, tension and surprise in engaging literature and informative text. Students deepen understanding of character and plot developments in light of text structure, event sequencing, and the manipulation of time. Evidence based writing focuses on explaining the effectiveness of authors' techniques.</p>	<p><b>RL.9.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.9.2</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>RL.9.3</b> Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><b>RL.9.5</b> Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing flashbacks) create such effects as mystery, tension, or surprise.</p>	<p><b>RI.9.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.9.2</b> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>RI.9.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p><b>W.9.2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.</p> <p><b>W.9.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W.9.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>W.9.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research <b>(a)</b> Apply <i>grade 9 Reading standards</i> to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). <b>(b)</b> Apply <i>grade 9 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claim in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p>	<p><b>SL.9.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. <b>(a)</b> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. <b>(b)</b> Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. <b>(c)</b> Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. <b>(d)</b> Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own points of views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p><b>SL.9.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>L.9.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>(a)</b> Use parallel structure. <b>(b)</b> Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p><b>L.9.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>(a)</b> Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. <b>(b)</b> Use a colon to introduce a list or quotation. <b>(c)</b> Spell correctly.</p> <p><b>L.9.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9 reading and content</i>, choosing flexibly from a range of strategies. <b>(a)</b> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. <b>(b)</b> Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). <b>(c)</b> Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. <b>(d)</b> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>

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<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>The Good, the True, and the Beautiful!</b></p> <p style="text-align: center;">10/14/14 to 12/12/14 (Instructional Days: 38.5)</p> <p>Students grapple with the classic themes of the good, the true and the beautiful through poetry, memoirs, fiction and literary criticism. Students examine the role of figurative and literal language to evoke emotion, create imagery, and deepen comprehension in texts from a variety of cultures. Evidence based writing focuses on explaining how authors use juxtaposition and style to convey a message.</p>	<p><b>RL.9.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.9.2</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>RL.9.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p><b>RL.9.6</b> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<p><b>RI.9.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.9.2</b> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>RI.9.9</b> Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p>	<p><b>W.9.2</b> Write informative/ explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>W.9.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p><b>W.9.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>W.9.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research (a) Apply <i>grade 9 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). (b) Apply <i>grade 9 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claim in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>	<p><b>SL.9.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. (a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (b) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (c) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own points of views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p><b>SL.9.3</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p><b>SL.9.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>L.9.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a) Use parallel structure. (b) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p><b>L.9.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (b) Use a colon to introduce a list or quotation. (c) Spell correctly.</p> <p><b>L.9.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9 reading and content</i>, choosing flexibly from a range of strategies. (a) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p><b>L.9.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

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<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>Love or Madness?</b></p> <p style="text-align: center;">12/15/14 to 2/12/15 (Instructional Days: 32.5)</p> <p>Students explore love in literature and in life, reading essays, poetry, fiction and fact about the human need for love, and its sometimes bewildering effect on human minds. Viewing art, listening to music and reading widely, students examine the potential for love to cross over into madness. Evidence based writing focuses on arguing the effects of love on a character.</p>	<p><b>RL.9.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.9.2</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>RL.9.7</b> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musee des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).</p>	<p><b>RI.9.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.9.2</b> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>RI.9.3</b> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p><b>RI.9.6</b> Determine an author's point of view or purpose in a text and analyze how an author used rhetoric to advance that point of view or purpose.</p> <p><b>RI.9.8</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<p><b>W.9.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W.9.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W.9.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>W.9.7</b> Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>W.9.8</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><b>W.9.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research <b>(a)</b> Apply <i>grade 9 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). <b>(b)</b> Apply <i>grade 9 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claim in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>	<p><b>SL.9.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. <b>(a)</b> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. <b>(b)</b> Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. <b>(c)</b> Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. <b>(d)</b> Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own points of views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p><b>SL.9.2</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.</p> <p><b>SL.9.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>L.9.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>(a)</b> Use parallel structure. <b>(b)</b> Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p><b>L.9.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>(a)</b> Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. <b>(b)</b> Use a colon to introduce a list or quotation. <b>(c)</b> Spell correctly.</p> <p><b>L.9.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b>L.9.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9 reading and content</i>, choosing flexibly from a range of strategies. <b>(a)</b> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. <b>(b)</b> Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p>

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<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>Honorable Actions and Honorable Words</b></p> <p style="text-align: center;">2/17/15 to 4/10/15 (Instructional Days: 36.5)</p> <p>Students trace how the words and actions of characters or people shape and refine recurring themes in literature and in history. Supporting historical fiction with historical fact, students compare and contrast how different points of view are represented in different versions of the same central event. Evidence based writing focuses on arguing how certain words or actions impacted an outcome.</p>	<p><b>RL.9.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.9.2</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>RL.9.9</b> Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>	<p><b>RI.9.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.9.2</b> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>RI.9.5</b> Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p><b>RI.9.8</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<p><b>W.9.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W.9.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W.9.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>W.9.7</b> Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>W.9.8</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><b>W.9.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research <b>(a)</b> Apply <i>grade 9 Reading standards</i> to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). <b>(b)</b> Apply <i>grade 9 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claim in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p>	<p><b>SL.9.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. <b>(a)</b> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. <b>(b)</b> Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. <b>(c)</b> Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. <b>(d)</b> Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own points of views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p><b>SL.9.4</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><b>SL.9.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>L.9.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>(a)</b> Use parallel structure. <b>(b)</b> Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p><b>L.9.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>(a)</b> Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. <b>(b)</b> Use a colon to introduce a list or quotation. <b>(c)</b> Spell correctly.</p> <p><b>L.9.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9 reading and content</i>, choosing flexibly from a range of strategies. <b>(a)</b> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. <b>(b)</b> Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p>

Unit Information	Reading: Literature RL.9.1, RL.9.2 and RL.9.10 apply to each unit.	Reading: Informational Text RI.9.1, RI.9.2 and RI.9.10 apply to each unit.	Writing W.9.4, W.9.5, W.9.9 and W.9.10 apply to every unit.	Speaking and Listening SL.9.1 and SL.9.6 apply to each unit.	Language L.9.1, L.9.2, and L.9.4 (a) (b) apply to every unit.
<p style="text-align: center;"><b>5</b></p> <p style="text-align: center;"><b>Heroes and Villains</b></p> <p style="text-align: center;">4/20/15 to 6/17/15 (Instructional Days: 40.5)</p> <p>Students study dastardly villains in literature who propel plots forward and experience the archetype hero's journey in classics. Students will use the characteristics of the ancient hero to identify modern heroes and expound upon contrasting examples of different heroes in literature and history. Using all texts studied this year, students will decide whether villains and heroes are born or made, returning to the question of fate versus free will. Evidence based writing focuses on creating narratives that depict archetypal heroes or villains.</p>	<p><b>RL.9.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.9.2</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>RL.9.3</b> Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><b>RL.9.6</b> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<p><b>RI.9.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.9.2</b> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>RI.9.7</b> Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.</p>	<p><b>W.9.3</b> Write narrative to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. <b>(a)</b> Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. <b>(b)</b> Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. <b>(c)</b> Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. <b>(d)</b> Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. <b>(e)</b> Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p><b>W.9.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p><b>W.9.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>W.9.6</b> Use technology, including the internet, to produce, publish, and update individual or shared writing products taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p><b>W.9.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research <b>(a)</b> Apply <i>grade 9 Reading standards</i> to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). <b>(b)</b> Apply <i>grade 9 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claim in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p>	<p><b>SL.9.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. <b>(a)</b> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. <b>(b)</b> Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. <b>(c)</b> Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. <b>(d)</b> Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own points of views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p><b>SL.9.5</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><b>SL.9.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>L.9.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>(a)</b> Use parallel structure. <b>(b)</b> Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p><b>L.9.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>(a)</b> Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. <b>(b)</b> Use a colon to introduce a list or quotation. <b>(c)</b> Spell correctly.</p> <p><b>L.9.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9 reading and content</i>, choosing flexibly from a range of strategies. <b>(a)</b> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. <b>(b)</b> Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p><b>L.9.6</b> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>